



ARGYLL AND BUTE COUNCIL
Education Services

Lochgoilhead Primary School and ELC
Handbook
Academic Year 2024/2025



This document is available in alternative formats, on request (please contact the Head teacher).

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GENERAL SCHOOL INFORMATION

Contact Details

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Head Teacher
Lochgoilhead Primary School and Pre-5 Unit
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Cairndow PA24 8AQ
Telephone Number: 01301 703338

Website: <http://lochgoilhead.argyll-bute.sch.uk>
Email Address: enquiries-lochgoilhead@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 24 pupils
Class Stages: Primary 1-3, Primary 4-7

Denominational Status: Non-denominational
No Gaelic Medium Unit

School Staff

Head Teacher:	Louise Blair (0.4 teacher in P4-P7 class)
Class Teacher:	Amanda Walsh (0.89 teacher in P1-P3 class)
Class Teacher:	Gail McCorquodale (0.8 teacher in P4-P7 class)

Visiting Staff

Fiddle:	Abigal Pryde
Forest Schools	Linda Leyland

Ancillary Staff

Classroom assistants/ASN	Anka Park Catherine Gray
Clerical assistant:	Nicola Eves
Catering Staff:	Barbara McGeachy Tanya Vos
Janitor/Cleaner	Marie McKenzie

School Day

School open	9.00am
Interval	10.30am – 10.45am
Lunchtime	12.30pm – 1.15pm
Dismissal	3.00pm

School Terms and Holidays

Holiday dates for the current and subsequent academic years, where already set, may be found via <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder.

Further ELC Information for parents is available via: <https://www.argyll-bute.gov.uk/registering-your-child-nursery#documents>

Please see <https://www.argyll-bute.gov.uk/early-years> or call our Early Years Helpline on 01369 708503 for further information and for details of the nearest establishment/s offering early learning and childcare.

Information about snack and meal provision within ELC settings can be found later in this document.

ELC Roll: 10 children

ELC Staff

Head Teacher/ Manager of Unit: Louise Blair (0.1 Teacher ELC)
Childcare and education worker: Helen Jackson
Childcare and education worker: Kylie Walsh
Classroom assistants: Iona Gove
Kirsty Perkins

ELC Day

Unit opens	9.00am
Lunchtime	12.15pm – 1.15pm
Dismissal	3.00pm

Visits of Prospective Parents/Carers

If you wish to visit the school prior to your child joining, please contact the school office.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

School Uniform

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Lochgoilhead Primary, the suggested uniform is as follows:

BOYS: navy/grey sweatshirt, navy/white school polo shirt, and navy/grey/black trousers.

GIRLS: navy/grey sweatshirt, navy/white school polo shirt, and navy/grey/black skirt/trousers.

PE KIT: T-shirt, shorts/jogging trousers and gym shoes in a bag with pupil's name. Pupils usually keep their PE kit in school all week, taking it home on Friday afternoon and returning it on Monday.

School sweatshirts and polo shirts with our school logo may be purchased online from <https://myclothing.com>.

There is also a royal blue version of the sweatshirt and T-shirt available for ELC children if parents/carers wish to buy this.

It is important that children have adequate sensible clothing and footwear to suit weather conditions. The school provides waterproof jackets and trousers that enable them to take part in outdoor learning in all weathers. All pupils should have Wellington boots or similar outdoor shoes that can be kept in school. Pupils change into indoor shoes when coming in from the playground, and plimsolls are ideal for this.

Please note that school uniform is not compulsory, and it is not policy to insist on pupils wearing uniform or having specialist items of clothing to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose-fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

Children are not permitted to wear make-up.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Clothing Grants

For information about School Clothing Grants, including the eligibility criteria, and to complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Parental Concerns

If you have any concerns relating to your child, please contact the school office in the first instance.

Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

Early Learning and Childcare Attendance

A child's entitlement to funded ELC will be 1140 hours (pro rata), generally arranged as 5 x 6 hour sessions over 38 weeks within the school year. However, some standalone units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website.

Children who attend in a regular pattern settle well into the early learning and childcare routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs of the individual child.

School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. To avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

Parent / Carer Contact Details

Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

The Complaints Procedure

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

If you remain dissatisfied in relation to a complaint after you have been to our school you can escalate a complaint by contacting seemis@argyll-bute.gov.uk.

PARENTAL INVOLVEMENT

At Lochgoilhead Primary School and ELC Unit we recognise the vital role of all parents and carers who are involved in raising children of all ages and stages. Through their role as carer, role model and teacher, parents are the greatest influence on a child's life. At Lochgoilhead Primary School and ELC Unit we promote family engagement. Building positive partnerships between families, our ELC setting, school and community improves our children's education and helps parents to learn the skills to support their children.

We aim to:

- Work together on issues we all think are important;
- Respect and value each person's contribution, welcoming and encouraging people who may have less experience or confidence;
- See positive results for children and families;
- Involve the community of Lochgoilhead, working with people outwith the school to contribute knowledge, skills and experience. Regularly self-evaluate to consider what is going well and what barriers we need to address to engage families.

We communicate important information by phone, letter or email. Parents and carers are encouraged to download the Xpressions App to receive text messages, letters or emails easily. We have an official school Facebook page with regular updates about school events and communicate children's work via Seesaw.

Argyll & Bute's Parental Engagement Strategy may be viewed at:

https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf

Homework

Homework is given from Primary 1 onwards. In P1-P3 daily reading is expected, plus one piece of numeracy homework per week. Parents are asked to sign their reading diary after listening to their child's reading and give encouragement with the numeracy. In P4-P7, one piece of literacy and one piece of numeracy homework is usually given. Children in the upper stages of primary are expected to develop independent learning skills, but parents can still support their child by checking that homework has been completed to a high standard. A weekly homework club gives children further opportunities to complete their work on time. There may be optional extra homework throughout the year.

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Becoming Involved in School

All schools have a Parent Council – to get involved please contact the school. Schools will also issue specific information related to this at the start of the school year.

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

Examples of opportunities for parental involvement are as follows:

During the school day:

- Helping in the early learning and childcare class (if applicable)
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health

- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Golden Time activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

Parent Councils are now established in all secondary schools and almost all primary schools within Argyll and Bute. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher and/or Kelly Robson, the PC Chairperson: krobson1@outlook.com

Parentzone Scotland and the National Parent Forum of Scotland

More information for parents is available from Parentzone via <https://education.gov.scot/parentzone> or the National Parent Forum of Scotland (secondary only) via <https://www.npfs.org.uk>.

SCHOOL ETHOS

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

We see ourselves as a nurturing school at the heart of the community where all learn to be the best they can be. The ethos of our school is built on the core values of **happiness**, **respect** and **ambition**. We work with families to encourage pupils to live these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals.

We are proud to be a UNICEF Rights Respecting School. Our commitment to the UN Convention of the Rights of the Child forms the basis of everything we do at Lochgoilhead Primary School and ELC Unit. We achieved our Silver Award in May 2021 and are now hoping to gain gold in March 2024.

Our most recent Eco Schools Green Flag was awarded in June 2023, and we are continuing work with Keep Scotland Beautiful.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

We continue to work with many different partners within the community. We are fortunate to enjoy excellent working relationships with a range of local and national partners who enrich the curriculum and offer pupils a variety of rich learning experiences. This includes: Forest Schools with Linda Leyland, outdoor learning with Ardroy Outdoor Education Centre with Phil Thomson and his team, creative arts opportunities led by Argyll Arts Collective, Joni Prescott, and Shona Cowie.

Tree planting with the National Forest Park led by Rob Trevis-Smith, storytelling led by Shona Cowie, shinty skills led by Doreen McDonald, young leaders training led by Active Schools and cycling with Lindsey Mitchell and the Active Schools team, swimming lessons with Turtle Tots, fire safety with Emma Hayes and the Strathclyde Fire and Rescue Service, and ECO activities led by Jacqueline Willis and the GRAB Trust.

A special mention to Reverend McKenzie for his continued support of the school and leading church services, Iain McInnes for his ongoing support and organising the use of the hall for key events and Irene McAllister from the Wee Goil for continuing to share our journey here in Lochgoilhead.

School and Community Links

Our school is at the heart of our local community, and we try to involve the children in a wide range of community activities. Keeping children involved with others in the community retains the close links needed to foster enthusiasm for village life. This includes: an annual Scottish celebration where we celebrate Scottish culture through Scottish singing, ceilidh dancing, Scottish arts, annual seasonal services in Lochgoilhead Church during Christmas, Easter and our end of year Achievements/Leavers celebration, annual summer fun day in June for children and families, Sports Day where children and families compete in races, annual Remembrance Day to commemorate the fallen soldiers of war past and present, singing performances at the annual MacMillan Coffee morning, musical performances during December and nativity performance in the local church which is used to raise money for a chosen charity, Christmas enterprise for the local fete annually, active participation with fundraisers for tragic events such as Ukraine (2022) and Turkey/Syria (2023), arrange events which raise money for Children in Need (November) and Comic Relief/ Sports relief (March).

Positive Relationships

Positive relationships are essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. The expectations of the school are of a common sense nature, bearing in mind the rights, interest and safety of all concerned.

Our school expectations are as follows:-

- Be a great learner
- Be safe
- Be respectful
- Be responsible
- Be kind

Discipline

We want all our children to feel safe and happy so that they can enjoy their learning and achieve their full potential. A child's emotional health and wellbeing influences their development and learning, as well as their physical and social health and their mental wellbeing in later life. Following the school rules ensures all children can learn in a safe, nurturing environment.

Strong relationships based on mutual respect are at the heart of our school. Every member of Lochgoilhead Primary School and ELC Unit expects to receive respect from others because it helps us to feel safe and express ourselves. Our children in turn learn how to be respectful towards others.

Members of staff have high expectations of all pupils and use learning and teaching strategies which encourage positive behaviour and effective learning for all. We expect

children to apply their learning in all contexts in school (for example, the lunch hall and playground as well as the classroom).

We have high expectations of behaviour, and use rewards, praise, and sanctions consistently and fairly to support this. These practices can support young children in developing their understanding of the difference between right and wrong.

The whole school community took part in forming a Behaviour Policy which sets out the expectations of pupils, staff, head teacher and parents. Parents are encouraged to read this policy so that they have a clear idea of how we promote positive behaviour in our school and community.

All our staff have taken part in training to support children who may have suffered trauma. We work alongside families to give children the support they need to be successful and healthy.

Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at: https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf

At Lochgoilhead Primary School and ELC Unit, we seek to be consistent and fair in how we address bullying behaviour. Our pupils, parents and staff have created an anti-bullying policy through consultation and discussion. All members of our school community are responsible for implementing it. This partnership approach ensures that everyone understands the needs, expectations, concerns and capabilities of each partner, and what they can expect to happen if bullying occurs.

This policy reflects *Respect for All – The National Approach to Anti-Bullying for Scotland's Children and Young People* and the wider policy context in Scotland.

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened and left out. This behaviour can happen face to face and online.

We do not label children as "bullies" or "victims". Instead, we focus on the behaviour and its impact on others. Children who are experiencing bullying behaviour must have their concerns taken seriously, have their right to privacy respected, and know that there will be a prompt investigation. We recognise also that children who are demonstrating bullying behaviour need support, to understand the impact of their actions and opportunities to make amends and change their behaviour.

Staff intervene at the earliest possible stage to support children. The head teacher co-ordinates the response to a report of bullying behaviour. They listen and investigate, communicating with children, colleagues and parents, in working together to find solutions. The head teacher records and monitors confirmed bullying incidents in line with current Argyll and Bute policy. Parents are asked to work with the school and bring to our attention any concerns they may

have about bullying behaviour in the school or community. Shared approaches ensure the best outcomes for all our children.

Celebrating Achievement

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

Wider-Curricular Activities

After-school clubs take place between 3pm and 3.30pm on every school day. Activities that could be offered have included homework club, cookery, Sumdog, family fitness, cycling, music/drumming, football, STEM, BSL, gardening and crafts. Primary school pupils are encouraged to take part in these clubs as a way of experiencing a wide range of enrichment activities. Parents are warmly welcomed when volunteering their time and skills to run or help out at clubs.

Pupil Council

Children have a right to voice their opinions and have their ideas listened to. We are passionate about pupils having a meaningful say in the life of the school. Pupils all take part in either the Pupil Council or the Eco Council. Children who are in their year of transition into P1 are also invited to join these groups. Meetings take place regularly and the minutes are displayed on notice boards in the corridor. The Pupil Council is also the steering group for the Rights Respecting Schools Award. Activities include organising charity events, taking part in self-evaluation to improve the school, and representing pupil views to the staff. The Eco committee takes forward Learning for Sustainability in the school, and maintains our Green Flag status.

CURRICULUM FOR EXCELLENCE (CFE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 2-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- **Expressive Arts** – including art and design, dance, drama and music
- **Health and Wellbeing** – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood
- **Languages** – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- **Mathematics** – including analysing information, solving problems and assessing risk
- **Religious and Moral Education** (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- **Sciences** – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Social Studies** – understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies** – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

Skills for Learning, Life and Work

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

16+ Learning Choices

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary.

The Curriculum at School, Local and National Level

<https://blogs.glowscotland.org.uk/ab/SAL/>

<https://www.npfs.org.uk/>

<https://www2.gov.scot/resource/doc/920/0121215.pdf>

Careers Information Advice and Guidance

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

Financial Education

Financial education is taught through the context of the numeracy curriculum and PSE.

Relationships, Sexual Health and Parenthood Education

Relationships, Sexual Health and Parenthood (RSHP) Education is part of the Health and Wellbeing curriculum. This is a national curriculum and resources can be found via the following link: [Home - RSHP](#)

The main themes covered are:

- Bodily autonomy, consent and protection from harm
- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender based violence
- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Relationships, Sexual Health and Parenthood is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

Drugs Education

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Further information can be obtained by contacting the Head Teacher or via www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat.

Religious and Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.

ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

The Scottish National Standardised Assessments (SNSA)

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focuses on aspects of reading, writing and numeracy and children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy. Please note that some pupils will not access SNSA due to their specific additional support needs.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

REPORTING

Reporting informs parents/carers of progress in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning out with the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be

informed of what their children need to do to continue making progress and ways that they can help.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from ELC to primary, from primary to secondary, from secondary to further education and beyond. Enhanced transitions are in place for identified children where this is required.

Starting Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

Requesting an Additional Year of ELC

From August 2023, national entitlement began for all parents to receive an additional year of ELC funding, should it be decided that it is in your child's best interests to enter P1 the following August instead.

The decision whether to send your child to school or request an additional year of ELC is individual to each child. In keeping with GIRFEC policy principles, staff within your child's ELC and prospective school will support you in making this decision.

If you are considering an application for an additional year of ELC for your child, please speak to your child's Key Worker within their ELC to advise them of this. **Please note**, you should apply through the P1 school registration form in January. If you decide to request an additional year of ELC, the Early Years team will work in collaboration with your child's ELC and yourself to support you. If you have any queries about the application process please contact earlyyears@argyll-bute.gov.uk

Starting Primary One

Children in Scotland who reach the age of five years between 1st March 2024 and 28th February 2025 should start school in August 2024. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half. For academic session 2024/2025 online registration will begin mid-January 2024; further information will be available on the council website and in the local press.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives

- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year.

Parent/Carers will be notified by email and on social media that the online registration form for registering your child for secondary education is open. This will usually take place in November for the following academic session. Parent/carers can also use this form to notify us of their decision to home educate, request a placing request and apply for school transport.

Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school for Lochgoilhead Primary School is:

Dunoon Grammar School

Ardenstrate Road

Dunoon

PA23 8LU

Telephone: 01369 705010

Website: <http://www.dunoongrammar.argyll-bute.sch.uk>

You will be contacted by letter and offered a place for your child at Dunoon Grammar School, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher, or by contacting School Support by email to argyllhouseareception@argyll-bute.gov.uk or by 'phoning 01369 704000.

Moving from Stage to Stage

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

Moving Between Schools

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new

teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

Liaison with Local Schools

Our school maintains close links with other primary schools within our local geographical area and our link secondary school, which is Dunoon Grammar School.

Leaving School

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

SUPPORT FOR PUPILS

Support Arrangements for All Pupils

Providing personal support for learners 2-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

Identifying and Addressing Additional Support Needs

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment recorded on the Well Being App within SEEMIS. Parents and children are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents and children as partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

[Argyll and Bute Staged Intervention: The Stages at a Glance](#)

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.

Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

Stage 3 – Specialist input.

There is an identified need for more targeted intervention and/or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or wellbeing at school, they should discuss these first with their child's class teacher. Please contact the school office to arrange an appointment.

The school will organize Child's Plan meetings for specific children with identified needs to ensure effective communication is in place with parents, carers and outside agencies to meet the child's needs.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed. This should be raised with school staff in the first instance or can be sent in writing by emailing the Educational Psychology Service to educational.psychology@argyll-bute.gov.uk describing the type of assessment and why it may be necessary. Alternatively, please call 01369 708537 for more information. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account.

Parents/carers and young people have the right to:

- ◆ Independent Mediation Services
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ◆ Independent Advocacy
Take Note is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to enquiries@sclc.org.uk.
- ◆ Free Dispute Resolution
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Jennifer Crocket, Head of Education - Lifelong Learning and Support/Chief Education Officer via Jennifer.Crocket@argyll-bute.gov.uk. If you do not have access to email, please contact Jennifer Crocket by phone on 01546 604288.
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR www.barnardos.org.uk.

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <https://govanlawcentre.org/education-law-unit/>

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

SCHOOL IMPROVEMENT

Main Achievements August 2022-June 2023

Priority 1- Develop the curriculum to raise attainment and ensure achievements for all through STEM and outdoor learning

Forest Schools-Most children from P4-P7 children have attained their Advanced Beginner award as part of their Wild Passport journey. Most children from P1-P3 have attained their Beginner award as part of their Wild Passport journey.

Community Garden Project- ELC and Primary School pupils along with staff designed and created an area of the community garden gifted to them by the Community Council. This experience has been a strong link with the community providing a legacy where it is hoped the community garden will be preserved for future generations to enjoy.

Development of Woodwork- This has helped to develop children to develop self-esteem and confidence as they were empowered to create objects using real life materials understanding how their properties enabled or hindered children to complete their tasks. Woodwork helped to develop children's thinking skills by way of their creative and critical thinking as they problem solve and express their imagination with wood. This helped all children understand how to use tools more safely.

Links with other Services to support outdoor learning- We have had several visits from different groups or individuals, including Loch Lomond and the Trossachs Park Rangers, The GRAB Trust, Water Safety specialists and the international otter association which has helped to enrich children experiences and enhance their learning of the outdoors.

SEAL Maths- SEAL has proved a useful intervention with those who needs support in Numeracy or are on Developmental Milestones pathway, providing strong reinforcement needed to consolidate basic skills improving Numeracy attainment.

Priority 2- To review and develop the meaningful use of peer and self-assessment

We believe providing meaningful feedback is an important learning tool. Verbal and written feedback enables children to know their strengths and where they can make improvements. We

are giving more immediate feedback marking against the Success Criteria where children are building on their editing skills by reviewing their work to make improvements. In writing as well as talking and listening children utilise AIFL strategies to self and peer assess.

Feedback from parents, staff and pupils is collated and analysed to ensure that their voices are used to shape future school improvements.

Priority 3- To empower pupils, staff, parents and carers to share, explore and lead learning opportunities.

Pupil Voice Groups- Children are part of a three yearly cycle where they are either part of the ECO, Pupil Council or Rights Respecting pupil voice groups. Pupils in all groups have shared ideas and led events for school events, awareness raising and fundraising of local and national causes, curriculum focus days/weeks and assemblies. We continue to prioritise children's voice where their ideas to make further improvement within Lochgoilhead within all pupil focus groups.

We have attained our Fifth ECO Schools Green Flag in June 2023. We are working toward our GOLD Rights Respecting Flag in March 2024.

Afterschool Clubs- STEM, Gardening and Football clubs have helped to enhance learning opportunities and enrich children's experiences.

World of Work- Our 'World of Work' event helped to inspire children's aspirations for future careers and increase their understanding of certain roles. Families and members of the community engaged in workshops where they spoke to children about their roles of work. Parents and community enjoyed leading learning and pupils enjoyed taking part.

Share the learning with families -Share the learning events and special occasions give children the opportunity to showcase their work with children, families and staff as well as giving stakeholders the opportunity to celebrate the success and achievements of all children. To continue to involve families in the wider life of the school, they were invited to share their children learning through class assemblies, share the learning events in class, Community Scottish celebration, King's Coronation, Sport's Day, Remembrance Service, Christmas carol singing, MacMillian coffee morning and Seasonal church services. Most parents share that they have been highly involved in the wider life of the school.

Representing at Cluster Community events – Attending various events such as Playground Leaders, Smoke Free me and Cluster Badminton have enabled the older children to get to know children in other schools and be part of Cluster events.

'On my own doorstep' by Joni Prescott (Parent)-Joni Prescott and Iain Smart shared a wealth of knowledge about the history of Lochgoilhead as part of Joni's degree with UHI. Through a trail of their local area which included interesting facts and stories about Lochgoilhead over the years, pupils enjoyed sharing their own thoughts about what Lochgoilhead asking reflective way questions.

Storytelling with Shona Cowie - Through dramatic play and participatory story telling methods children were able to take hold of narratives that surround them through the theme of the 'place we live'. The input from Shona Cowie provided powerful, engaging opportunities where children gained confidence when performing.

Planning of children's learning- Children and families agree that children are involved in planning their own learning and as such as more engaged and motivated in their learning.

Performance for wider audiences- Events such as Class Assemblies, Share the Learning events, Macmillan Coffee morning, Children in Need, Remembrance Day, Christmas community events, Nativity, Scottish Celebration, Easter Service, End of Year Celebrations and achievements.

Global events - Children took part in the Cluster Turkey/Syria appeal due to those affected by current devastating events . Children took part in sponsored silence, contemplative walk and reflective activities. They demonstrated empathy and compassion for those connected to or involved with this event.

Wider Achievements- Whole school assembly recognise and celebrate in school and out of school achievements are celebrated. Class Teachers awards a certificate which celebrated the recognition of a pupil in connection with the four capacities for AcFE. Head Teacher awards a certificate for wider achievements out with school. A photo of the child is taken and added to the wider achievements board, shared on Seesaw, Facebook and the local magazine (if allowed) so their achievements can be more widely celebrated.

End of Year achievements - We have given annual awards for Kiran Trust (recognising music, sport and drama), outstanding achievements in both classes , enterprise, citizenship, outdoor learning and the Inter House cup. All ELC pupils received an award that recognised their highest achievements. 100% of children agreed that we recognised and celebrated their achievements inside and outside school. 100% of families agree that as a school we recognise and celebrate children's achievements and include families as part of this celebration.

Focus Learning weeks – We have used children's ideas to plan focus weeks across curricular areas including Literacy, Numeracy, STEM and Health and Wellbeing. Children have participated with enthusiasm and display high level of engagement and motivation during these weeks especially.

Charitable support- Families takes part in a sponsored walk every year to raise money for Crohn's and Colitis UK among other charities. We have enterprising families who have organised their own events to raise awareness of and money for Turkey/Syria. These acts of kindness show support and empathy for those affected. As part of our 'Love in a box' campaign, the school distributed Christmas hampers to older members of the community which P7 distributed showing love and kindness at Christmas within the community. We have raised awareness and money for key annual events such as Children in Need, Comic/Sport's Relief as well as supporting other charities such as Children's Hospice Association for Scotland (CHAS).

ELC to P1 transitions- The ELC pupils took part in ELC - P1 transition sessions where were centred around 'The Everywhere Bear' providing an enhanced transition to our P1 setting increasing pupil confidence around their transition. An ELC-P1 parent meeting ensure families understood their role in supporting their child with their learning.

ELC Induction Day – We held an ELC induction day where parents had the opportunity to meet their child's key worker. New children had the chance to explore their new settings and meet their peers. Parents found out about ELC routines, how to prepare their child for ELC

daily, This opportunity enabled families to understand their role to play in supporting their child with this transition.

Improving Standards August 2022- June 2023

Priority 1- Develop the curriculum to raise attainment and ensure achievements for all through STEM and outdoor learning

Forest Schools-Outdoor Learning

Forest Schools enables children to develop valuable life skill such as tying rope knot, building dens/fire, understanding the fire triangle, identifying and taking risks, taking responsible for themselves and other on their forest site, using tools safely. Children testify that they have stronger friendships, team building skills, life skills, higher confidence and self-esteem, enhanced communication skills, motivated to engage with their learning and they feel happier.

STEM-There has been a definite increase in the consistency of delivery of outdoor learning and there have been incidents of high impact STEM activities for all settings throughout the year. The main area for improvement in this is the consistent delivery of STEM learning as part of a weekly diet for all children across the school. Forest Schools has exposed students to a range of STEM based learning including understanding their local environment, building and problem-solving tasks, tree/plant identification and scientific learning around fire, heat and water. There is a higher ratio of utilising the outdoors for Literacy and Numeracy with a larger focus on experiments and problem solving.

Ardroy Outdoor Learning Centre Activities -P1-P7 children have been exposed to more Ardroy activities such as canoeing, abseiling, obstacle course, problem solving challenges and raft building etc. Ardroy offers rich outdoor learning experiences where children testify to developing confidence and self-esteem, motivated to engage with their learning, stronger and wider friendships and group interactions when working together or problem solving.

Lochgoilhead Community Garden- Land from the Lochgoilhead Community Garden was gifted to Lochgoilhead Primary and ELC. Children were consulted as to how they wanted to develop the land. This experience developed many skills such as problem solving how to structure the area, how to make a bug hotel, how to create the sensory path, how to create the mount etc, as well as team building skills where children, staff and community worked together to develop this land. Children worked in teams in various gardening tasks where they grew in confidence and understanding with the support of their peers and staff. Children learned about the local area as well as Science and STEM based topics of habitats, plant life cycles and how to engineer plans of the garden to work. Children demonstrated the four capacities of being: successful learners, responsible citizens, confident individuals and effective contributors.

Developing Woodwork skills -The ELC and Wee Class developed their woodwork skills and use of handling tools by making sensory owls for the Lochgoilhead Community Garden. Woodwork experiences helped children to develop their physical coordination, fine and gross motor skills as well as hand eye coordination. They were able to develop their practical use of rulers while measuring as well as using new language referring to their skills and experiences. For ELC children, mark making was transferred onto wood giving children a new medium to

use. Older children designed their own model boats. They demonstrated confident with handling tools and could assess their own risk when using these. They were able to develop their understanding is using different materials and observing scientific concepts such as rotating materials and levering materials.

Links with other Services to support outdoor learning- We have had several visits from different groups or individuals, including: Loch Lomond and the Trossachs Park Rangers led tree planting in school grounds, led nature-based activities and led learning about classification, life cycle of a tree, forest-based ecosystems and food chains; The GRAB Trust for understanding more about pollution, and the role that we can play in keeping our wild spaces clean through litter picking and day to day choices; Water Safety specialists have delivered workshops on how to stay safe on or near water and the potential risks attached and Ben Yoxon from the International Otter Survival delivered Otter workshops. Children learned about how otters survive, how we can spot them, why they are so important for our ecosystem and how we can help them to survive. Children showed a high level of engagement and interest of this topic where the Wee Class developed their learning as part of their IDL topic.

Throughout the school year, different settings have carried out STEM learning through different topics including the planets, the water cycle, biodiversity, the natural world, forces and energy.

SEAL maths- This has created a more bespoke pathway of learning utilising basic critical numeracy skills with one-to-one support for identified pupils. It has been used to support children who are on developmental milestones as well as those need support in Numeracy.

Priority 2- To review and develop the meaningful use of peer and self-assessment

The meaningful use of data from all stakeholders has increased to ensure their voice is used to help shape future improvements. When we surveyed families, 75% strongly agree and 25% agree that their child school uses feedback from stakeholders to shape future school improvements. 100% of families believe that the school gives children the opportunity to shape future school improvements.

The meaningful use of feedback provided has increased from staff to pupil and pupils to each other. All staff share that feedback enables them to gauge motivation and engagement of the children in their class. When we surveyed families, 100% strongly agreed that feedback given help their child to improve. When we surveyed children, 100% agreed that they can make their work better. When we surveyed children, 90% strongly agreed and 10% disagreed that they knew who they were good at. When we surveyed children, 70 % strongly agreed and 30% disagreed that their friend knew what they were good at. When we surveyed children, 80% strongly agreed and 20% disagreed they were given the opportunity to help their friend make their work better.

Priority 3- To empower pupils, staff, parents and carers to share, explore and lead learning opportunities.

Pupils Voice Groups- When we surveyed children, 90% agree and 10 % disagreed that they can share their ideas in Pupil Voice groups. When we surveyed children, 90% and 10% disagreed that they were able to join in with activities in their class. When we surveyed families,

100% of families believe that children influence decisions in school. When we surveyed families, 95% agree that parents and carers can influence decisions in school. When we surveyed families, 90% agree that child leads their learning in school and that they have benefitted from this experience.

Afterschool School Clubs - STEM club helped the children to develop their confidence by sharing and trying out their ideas. Children improved manual dexterity by using their fine motor skills to explore how things work or how to fix things. They developed curiosity and their imagination while tinkering with technology. Drumming club gave children the opportunity to develop their creativity, to make rhythms individually and collectively as well as develop their listening skills when performing individually or as a group. This club enabled them to develop the four capacities of AcFE of being successful learners, responsible citizens, confident individuals and effective contributors. Gardening club helps children to take responsibility for our polytunnel and gardening aspects of the school as well as enhancing practical gardening skills. Football club helps children to develop football skills and work effectively as a team. Homework club help children get access to support their might need academically or gives them protected time to complete their homework. Most families and children share they enjoy afterschool clubs but they would like to see a wider variety of afterschool clubs.

World of Work-We held a 'World of Work' event which it was hope would inspire children's aspirations for future careers. Families and members of the community engaged in workshops where they spoke to children about their roles of work. This experience helped to raise children's understanding of different careers showing them the variety of roles of work they might explore in the future. Children shared that they enjoyed learning about different roles, and they were more aware of the roles of work within the community. Parents shared that they enjoyed leading learning and reported how engaged most children were with their discussion or activity. When we surveyed pupils, 100% agreed that the World of Work helped them to learn about new jobs. When we surveyed parents, 100% agree that the World of Work events helped children to understand jobs for the future.

Share the learning with families -Share the learning events and special occasions give children the opportunity to showcase their work with children, families and staff as well as giving stakeholders the opportunity to celebrate the success and achievements of all children. To continue to involve families in the wider life of the school, they were invited to share their children learning through class assemblies, share the learning events in class, Community Scottish celebration, King's Coronation, Sport's Day, Remembrance Service, Christmas carol singing, Macmillian coffee morning and Seasonal church services. Most parents share that they have been highly involved in the wider life of the school.

Representing at Cluster Community events – Attending various events such as Playground Leaders, Smoke Free me and Cluster Badminton have enabled the older children to get to know children in other schools and be part of Cluster events.

'On my own doorstep' by Joni Prescott-Joni Prescott and Iain Smart shared a wealth of knowledge about the history of Lochgoilhead as part of Joni's degree with UHI. Through a trail of their local area which included interesting facts and stories about Lochgoilhead over the years, pupils enjoyed sharing their own thoughts about what Lochgoilhead asking reflective way questions.

Storytelling with Shona Cowie - Through dramatic play and participatory story telling methods children were able to take hold of narratives that surround them through the theme of the 'place we live'. The input from Shona Cowie provided powerful, engaging opportunities where children gained confidence when performing.

Planning of children's learning- Children and families agree that children are involved in planning their own learning and as such are more engaged and motivated in their learning.

Performance for wider audiences- Events such as Class Assemblies, Share the Learning events, Macmillan Coffee morning, Children in Need, Remembrance Day, Christmas community events, Nativity, Scottish Celebration, Easter Service, End of Year Celebrations and achievements.

Global events - Children took part in the Cluster Turkey/Syria appeal due to those affected by current devastating events. Children took part in sponsored silence, contemplative walk and reflective activities. They demonstrated empathy and compassion for those connected to or involved with this event.

Wider Achievements- Each week we have a whole school assembly where in school and out of school achievements are celebrated. Class Teacher awards a certificate which celebrated the recognition of a pupil in connection with the four capacities for AcFE. Head Teacher awards a certificate for wider achievements out with school. A photo of the child is taken and added to the wider achievements board, shared on Seesaw, Facebook and the local magazine (if allowed) so their achievements can be more widely celebrated.

End of Year achievements - We have given annual awards for Kiran Trust (recognising music, sport and drama), outstanding achievements in both classes, enterprise, citizenship, outdoor learning and the Inter House cup. All ELC pupils received an award that recognised their highest achievements. 100% of children agreed that we recognised and celebrated their achievements inside and outside school. 100% of families agree that as a school we recognise and celebrate children's achievements and include families as part of this celebration.

Focus Learning weeks – We have used children's ideas to plan focus weeks across curricular areas including Literacy, Numeracy, STEM and Health and Wellbeing. Children have participated with enthusiasm and display high level of engagement and motivation during these weeks especially.

Charitable support- Families take part in a sponsored walk every year to raise money for Crohn's and Colitis UK among other charities. We have enterprising families who have organised their own events to raise awareness of and money for Turkey/Syria. These acts of kindness show support and empathy for those affected. As part of our 'Love in a box' campaign, the school distributed Christmas hampers to older members of the community which P7 distributed showing love and kindness at Christmas within the community. We have raised awareness and money for key annual events such as Children in Need, Comic/Sport's Relief as well as supporting other charities such as Children's Hospice Association for Scotland (CHAS).

ELC to P1 transitions- The ELC pupils took part in ELC - P1 transition sessions where were centred around 'The Everywhere Bear' providing an enhanced transition to our P1 setting increasing pupil confidence around their transition. An ELC-P1 parent meeting ensure families understood their role in supporting their child with their learning.

ELC Induction Day – We held an ELC induction day where parents had the opportunity to meet their child’s key worker. New children had the chance to explore their new settings and meet their peers. Parents found out about ELC routines, how to prepare their child for ELC daily, This opportunity enabled families to understand their role to play in supporting their child with this transition.

School Improvement Plan 2023-2024

1. To develop the curriculum to raise attainment and ensure achievement for all through STEM and Outdoor Learning
2. To develop languages across the school which include British Sign Language and French.
3. To raise attainment in Writing by continuing to share and implement effective practices in teaching Writing with colleagues in school and Cluster colleagues.

SCHOOL POLICIES AND PRACTICAL INFORMATION

Early Learning and Childcare Meals

Health and Wellbeing is a large part of the ELC experience, and includes access to milk, a healthy snack and meal time provision. We are committed to providing healthy, nutritious, good value meal options to children in our Early Learning and Childcare Settings. If your child is in ELC for more than four hours and over a lunch period they are entitled to a funded nursery lunch.

Our ELC lunch offer is a two course menu with a main meal, and will be either a starter and a main course, or a main course and a dessert. The menu runs on a four week cycle so that there is plenty of choice for children.

Our ELC menus comply with the Scottish Government's guidance, Setting the Table. In this document there is guidance on healthy snack options, meal planners and foods that are not acceptable for inclusion in provision, as well as other helpful guidance. The link to this document is:

<http://www.healthscotland.com/uploads/documents/30341-Setting%20the%20Table.pdf>

Scottish Milk and Healthy Snack Scheme (SMHSS)

The SMHSS funds a daily portion of plain fresh cow’s milk (or specified alternative) and a healthy snack (fruit or vegetables) for all pre-school children spending two hours or more in the care of a regulated day care provider and/or childminders that have registered for the SMHSS. SMHSS will replace the current UK Nursery Milk Scheme from 1 August 2021.

The link to this guidance is:

[Milk and Healthy Snack Scheme \(Scotland\) Regulations 2021: children's rights and wellbeing impact assessment - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/milk-and-healthy-snack-scheme-scotland-regulations-2021-childrens-rights-and-wellbeing-impact-assessment/pages/10/index.aspx)

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. **We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of vegetables, salad, fresh fruit, and milk are available daily.** All of our menus comply with the Scottish Government's [Healthy Eating in Schools Regulations 2020](#) and the [The Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2020](#).

As part of Scottish Government legislation, from January 2022 all pupils in P1-P5 became entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically. **Please see the section on free school meals for information for pupils from P6 and beyond.**

Allergy information for our school menus is available online and in each school kitchen. Information on school meals are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

A vegetarian meal option is available every day, and many dishes can be altered to accommodate other special diets where this is required. Where possible, other non-medical special diets may be accommodated; please contact the Catering service for more information.

Primary Schools:

Our primary school lunch offer is a two course menu with a choice of main meal, and will be either a starter and a main course, or a main course and a dessert. The menu runs on a three week cycle so that there is plenty of choice for pupils. The cost for a primary school meal is £2.30. Salad selections, vegetables and fruit are available every day. Water or milk is available as a drink.

You can view our current primary school lunch menu at <https://www.argyll-bute.gov.uk/primary-school-meals-menu>.

During session 2023-24, a new online income management and online payment solution has been introduced to assist parents to pay for all school purchases, including school meals. Parents can pre-order children's meals online and in advance. For further information and to register please visit <https://www.ipayimpact.co.uk>

Packed Lunches

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

Free School Meals

From January 2022, all pupils in P1-P5 became entitled to a free school meal, which they receive automatically. Whilst P1-P5 parents do not need to register because of the universal entitlement, it can be beneficial to register if you meet the eligibility criteria as you could be entitled to additional benefits

For information about Free School Meals, including the eligibility criteria, and to complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Special Dietary Requirements

Argyll and Bute Council Catering Service provides meals across all schools, including Primary, Secondary and Early Years Units. Part of this includes the provision of special dietary requirements for food allergies and intolerances, medically prescribed diets and diets for religious or cultural reasons.

If required, please contact the school to obtain a Special Diet Request form. Once this has been completed and passed to the Catering Manager, the Catering Service will, where necessary and as required, work with the pupil, Parent/Carer, Education and the NHS to provide a nutritionally balanced meal that meets the dietary requirements for the pupil. Requests for non-medically prescribed diets also require a completed Special Diet Request form.

Health Care

You can contact your school health staff at: -
Children and Families Health Team, Cowal Community Hospital, 360 Argyll Street, Dunoon, PA23 7RL. Telephone 01369 708360

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend

school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment primary School
- 3 miles away from their catchment secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.

- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at www.argyll-bute.gov.uk/education-and-learning/school-transport.

Free Bus Travel Scheme

A national new free bus travel scheme for children and young people aged from 5 to under 22 came into effect at the end of January 2022. Further information can found on the Transport Scotland website: <https://www.transport.gov.scot/concessionary-travel/young-persons-free-bus-travel-scheme/>. Parents can apply online or request an application form from the school office.

Education Maintenance Allowance (EMA)

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing ema@argyll-bute.gov.uk or telephoning 01369 708548.

Insurance

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

Music Services

Fiddle lessons are provided free currently for P4 - P7 and funded by Youth Music Initiative

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

Subject Access Requests

GDPR legislation includes the right to request information we hold about you. If you wish to receive a copy of the personal information we hold about you, this is known as a Subject Access Request. Further information and a Subject Access Request form may be accessed via: <https://www.argyll-bute.gov.uk/data-protection>

Child Protection

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Weapons Incidents in Educational Establishments

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

Acceptable Use of Internet Enabled Devices / Using the Internet, Email and Glow

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school's name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don't know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, Google Workspace and Glow RM Unify Launch Pad.

For further information please refer to Education Management Circular 1.18 - <https://www.argyll-bute.gov.uk/education-circulars>.

General Data Protection Regulations (GDPR)

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.

- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

Short Visits

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

If you have any concerns regarding any of the above you should contact your school directly to discuss individual circumstances.

Emergency Closures

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on www.argyll-bute.gov.uk/service-disruptions. You can also keep up to date with the latest information by calling 01369 704000.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible, a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or www.argyll-bute.gov.uk/service-disruptions website or the use of text messaging may be utilised.

USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at 1 November 2022:

General

Contact details for all Argyll and Bute Schools –
<https://www.argyll-bute.gov.uk/education-and-learning/schools>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –
<https://education.gov.scot/parentzone/>

Education Scotland's toolkit for parental engagement and family learning –
<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –
<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Developing a positive whole school ethos and culture–
<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

Health and wellbeing guidance on healthy living for local authorities and schools –
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)
and

<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -

<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

and

<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -

<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –

<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –

<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opportunities%20for%20All%20by%20phoning%200800%20917%208000.>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – <https://www.education.gov.scot/Documents/btc5-framework.pdf>

Information about how progress is assessed – <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications – <https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement – <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Transitions

Curriculum for Excellence factfile - 2-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – <http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <https://education.gov.scot/Documents/CareerInformationAdviceGuidanceScotland.pdf#:~:text=This%20strategy%20provides%20a%20framework%20for%20the%20redesign,young%20people%E2%80%99s%20skills%20for%20learning%2C%20life%20and%20work.>

Choices and Changes provides information about choices made at various stages of learning – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

Equality and Inclusion - <https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#:~:text=Equalities%20legislation%20has%20been%20put%20in%20place%20relating,or%20young%20person%20needs%20support%20for%20whatever%20reason>.

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –

<https://education.gov.scot/>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

[School education statistics - gov.scot \(www.gov.scot\)](http://www.gov.scot/School-education-statistics)

School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>